

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

DSPS 641D

COURSE TITLE

DEVELOPMENTAL LEARNING

TYPE COURSE

NON-FEE

CATALOG COURSE DESCRIPTION

An individual program of basic and functional reading, writing, and math skills based on an individual education plan designed to assist in the development of the student's potential. The program prepares students toward goals of self-improvement or mainstreaming into high school, GED, or vocational classes. (FT)

LECTURE/LABORATORY HOURS

54

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking

SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

4. Personal and Professional Development

SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. To provide an individualize program in basic and survival skills based on goals and assessed skills.
2. To provide successful academic experiences for improved self-image and motivation.
3. To prepare for mainstreaming and provide for self-improvement.

COURSE OBJECTIVES

1. To make measurable progress on SEC objectives.
2. To apply basic and survival skills to real-life situations.
3. To develop positive attitude to school environment.
4. To work independently to best of ability.
5. To acquire knowledge and capacity for working with compensatory methods.

SECTION II

COURSE CONTENT AND SCOPE

1. Reading Skills
 - 1.1. Develop word recognition skills
 - 1.2. Develop comprehension skills
 - 1.3. Improve oral/written vocabulary
 - 1.4. Recognize survival sight words
 - 1.5. Apply reading skills to real-life situations
2. Writing and Spelling Skills
 - 2.1. Understand relationship of language and writing
 - 2.2. Develop abilities to write complete sentences, paragraphs, and letters
 - 2.3. Improve spelling through phonics, word patterns, visualization, and dictionary skills
3. Math Skills
 - 3.1. Develop ability to work with whole numbers
 - 3.2. Introduce percent and simple fractions
 - 3.3. Use basic skills in applied real-life situations
 - 3.4. Develop ability to use calculator and simple measuring tools
 - 3.5. Develop understanding of money and budget skills

APPROPRIATE READINGS

Reading assignment at the discretion of the instructor, appropriate readings that meet the needs of individual students.

Examples of readings may include, but may not be limited to, News for You (Online newspaper), IXL and ReadTheory. State the Facts by Remedia Publications, and Daily Comprehension by Remedia Publications

WRITING ASSIGNMENTS

Writing assignments at the discretion of the instructor as necessary to demonstrate competencies in the topics cited in scope and content.

Examples of writing assignments may include, but are not limited to, preparing text for assigned projects, individual worksheets or workbooks, form completions, journaling, personal correspondence and scripts.

OUTSIDE ASSIGNMENTS

Outside assignment at the discretion of the instructor.

Examples of outside assignments may include, but are not limited to, reading texts and reference resources; research as needed to complete projects. Doing online work in interactive sites such as, but not limited to, IXL.com and ReadTheory.com. Completing worksheets or workbooks.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments that demonstrate critical thinking may include, but are not limited to problem solving activities, individual activities that require applying facts or information learned in class. An example of an appropriate assignment would be to respond to questions about solving a specific problem and talking about the reasoning behind the choice made.

EVALUATION

Pre- and post-testing of basic skills with standardized tests, writing samples, learning center pre- and post-tests, and competency checklists. I.E.P.'s developed from goals and assessed skills. Attitude, progress and attendance contribute to evaluation for grade.

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DEVELOPMENTAL LEARNING

METHOD OF INSTRUCTION

Individualized programs, small group instruction, class discussion and projects, learning centers, use of audio-visual equipment.

This course, or sections of this course, may be offered via distance education.

TEXTS AND SUPPLIES

Varied published materials appropriate to the individual, and teacher-made materials.

PREPARED BY Judy Brae

DATE January 20, 1984

REVISED BY Marie Doerner

DATE May 27, 2008

REVISED BY Instructional Services, SLOs added

DATE March 16, 2017

REVISED BY Marie Doerner

DATE May 5, 2021

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog